

CHILD-WELFARE MAGAZINE

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President's Message

It is said that Democracy to-day is not simply life or making a living but it is "living together harmoniously." This great blessing will not be made a permanent reality by any presto change mysterious power. The terrors of this last world war and the anticipated greater horrors of a future war are driving the nations to take counsel together and a remarkable basis for world peace seems about to be ushered in. Once more we hear echoing down through the nineteen centuries the angelic message "To men of good will," "to men of good will," "peace on earth." To insure permanency of peace the nations must produce men of good will. How are men of good will made? From children in homes in which the spiritual atmosphere is that of good will, in schools where the pupils are taught to study, play and work together harmoniously, in churches where the Gospel unveils a vision of "the new earth where dwelleth righteousness," and in the state and nation where liberty means obedience to law.

In this great work of making the next generation the National Congress of Mothers and Parent-Teacher Associations is actively engaged. It deals with the health, education and the character of the children in the home, at the school and on the street. It reaches back and touching natural ambition and love of the parents for their children it seeks to insure a joyous welcome for the greatest blessing that can be bestowed upon the home, the advent of the baby.

It centers its interest upon this child, endeavoring to assist the mother by giving her a knowledge which shall enable her to make her home a sanctum of health, strength and happiness based on family unity. It follows the desire and ambition of the parent as the child launches forth into its separate life in the school and it combines the effort of the parents and teachers in the making of the future citizens intelligent, sociable, upright, unselfish and generous.

During this year when the spirit of good fellowship is the crying need of the world in the settlement of International relationships the Congress of Mothers and Parent-Teacher Associations is called upon especially to emphasize the fact that upon the principles taught in the home and school depends the future civilization of the world. When nations follow the golden rule and do unto other nations as they would that other nations should do unto them, permanent peace will be assured.

American Education Week

To foster true Americanism in the education of pupils, the week of December 4 to 10 was generally observed by the public schools. The members of the community and especially parents were invited to attend exercises in the schools and to become familiar with the accomplishments and the needs of the public schools for which the taxpayers furnish the funds. Speakers were secured from local Chambers of Commerce, the American Legion, Women's Clubs, Parent-Teacher Associations and Rotary Clubs, also pageants and patriotic exercises were given in the schools.

Passage of the Maternity Bill

The women of the country were mainly responsible for the final passage of the bill. It was a coincidence that it was signed by the President on the day preceding Thanksgiving. The women have reason to feel proud that the first legislative request by the women was one to dignify motherhood. During the days of debate in the House the galleries were filled with representative women from many of the national organizations.

Consider the Little Tots

By MARGARET A. BARTLETT

"This is Gertrude's school," said a friend of mine, proudly exhibiting the "school picture." "Don't you think it rather a nice school for a country district?"

"Yes, it is an exceptionally good country school building," I replied honestly, "and the older pupils seem to be quite a sturdy, husky bunch of boys and girls, but the little tots—" I shook my head. "Truly," I continued, "I don't think I ever saw such a collection of puny little tots before. Country children they are, and yet, will you look at the number of little boys and girls who are undersized and weak and tired-looking!"

"They do rather discredit the rest of the school, don't they?" my friend admitted, "but that is because the picture was taken near the end of the school year and the little tots especially were pretty much tuckered out. They were, for the most part, healthy enough youngsters when school commenced last fall."

Healthy enough when school commenced, but dragged down and "out of condition" long before school ended! In how many country schools is that the case with the little beginners? How many times have you seen it happen right around you that a strong, rosy-cheeked little lad or lass has started to school when five or six years old and immediately begun to lose that perfect health always before known?

Recently I read a doctor's report of a survey made of a certain number of first-year school children. The figures were startling. Over 40 per cent. of the pupils examined stood at a standstill as regards weight during their first year in school, and over 20 per cent. actually lost weight. Did the reading and 'riting and 'rithmetic those children learned during that year offset that bad physical condition brought about by school? By no means!

But children, you say, must start in school some time. True. Yet why should they leap from unlimited play in the fresh air into hours of close confinement in the school-room? Why can it not be made a gradual process?

An eastern teacher turned all precedents topsy-turvy when she so planned her work that all the little tots' lessons were out of the way in the morning, and they were excused from the afternoon session. At first there was dissension on every side. People expected their children to be in school all day: they were deeply stirred when the little ones came trudging home for dinner. They demanded an explanation from the teacher—and she gave one.

"All the learning a little tot has can easily be accomplished in an hour and a half. That includes reading and spelling, writing and drawing

and number work. There are three hours from nine until twelve. That allows plenty of time to teach the beginners all it is possible to teach them in a country school where the teacher's time must be divided amongst many classes, and yet to teach them a little at a time, allowing periods for rest, play and relaxation between lesson periods. By getting all their work in in the morning and letting them go home in the afternoon, I have a much quieter room in which to work with the older pupils afternoons and find that I can accomplish a great deal more work and show better results. Incidentally, though perhaps I should say mainly, the health of the little tots is kept up much better than it ever was when they were forced to remain under the school atmosphere for a longer period."

At first the people were skeptical, but when they found that their children were learning even faster than under the old system, and when they saw that the long afternoon at home tended to keep them from running down and "playing out" before many weeks of school had elapsed, they, with one voice, congratulated the teacher for her enterprise and daring—for it requires daring for a rural teacher to do something decidedly new and unheard-of.

Recently country schools, as a whole, have received much consideration. Better schools have been provided in many instances, and the consolidated school has sprung up in dozens of localities to take the place efficiently of several inefficient, unprogressive "little red school-houses." The consolidated school is a fine institution. For the older pupils it seems to solve the problem of education for the country child to perfection: but the question of the little tots is still a problem. Where the isolated district schools exist, the above described plan is a happy solution to the problem, but where the small schools have been consolidated into one big central school, what to do with the little folks presents a serious, complex problem.

Many mothers who approve heartily of the consolidated school for the larger children hate to send their little tots miles from home for so many long hours. Though in the bigger, better school, they have a teacher who can devote all her time to them, the strain is too great on the larger proportion of six and seven year olds. Physically and mentally they are not developed sufficiently to withstand the strain of being suddenly thrust from their days of healthful, outdoor play into days of school confinement. Two or three hours away from home, in school atmosphere, sitting quietly in the school-room, is time a-plenty for active little beginners. Not only do they need the health-giving play-time

they can have at home for a year or two longer, but they need also the good moral influence of being near mother and father more of the time.

Before school commences this fall, consider the question of the little tots. If the school is to be the ordinary country school take up the subject of the early graders with the teacher and with the school-board. Endeavor to convince them that the children will learn just as much, that the teacher will be able to work more efficiently with the older classes, and that the health and well-being of the tiny boys and girls will be immensely improved if a one-session school is inaugurated for the beginners.

If, on the other hand, school means a consolidated school several miles distant, urge the same one-day session and, if the school district feels

it cannot afford noon transportation home for the little boys and girls, endeavor to arrange it among the parents of such little folks as would benefit by noon home-coming so that different ones take turns "running in" for the dismissed pupils—there would seldom be more than a carful.

Health, from five to eight, is far more important than book-learning. Get the children started right, and the future will have few terrors for them. "A sound mind in a sound body" is as true to-day as ever it was, and we are beginning to realize that sound bodies in maturity seldom are the outcome of sickly bodies in childhood. Let school not be the beginning of physical downfall!

National Congress of Mothers and Parent-Teacher Associations' Birthday Pageant, February 17, 1922

Progress, the Parent-Teacher Associations' Pageant, is a full evening's entertainment in five scenes and consists of dramatic scenes, songs, folk dances, aesthetic drills, comedy touches and a short morality play, all forming a consistent story that shows the progress made by the Parent-Teacher Association during the past twenty-five years and contains an appeal to all parents to join the Association.

It was written by Walter Ben Hare of Springfield, Missouri, in commemoration of twenty-five years of progressive, constructive work by the National Congress of Mothers and Parent-Teacher Associations, and was adopted as the official pageant of the organization at a meeting of the National Board of Managers held in Detroit, October 24-26, 1921, as a gift from the Missouri Branch of the National Congress of Mothers and Parent-Teacher Associations.

Walter Ben Hare, the author and publisher of the pageant, is a well-known writer of plays and entertainments for school and society production. He is the author of "The White Christmas and Other Merry Christmas Plays," "Monologues a la Mode," "Costume Monologues," "A Pageant of History," "The Camp Fire Girls," "The Boy Scouts," "And Home Came Ted," "Old Days in Dixie," "The Minstrel Encyclopedia," etc.

The following points make the Pageant of Progress an ideal entertainment for circles in all parts of the country:

1. No scenery is required and the costumes and properties are simple and inexpensive.
2. The pageant may be produced indoors or outdoors, in the smallest country schoolroom, or in the largest city auditorium.
3. It may be given by as few as fifty performers, or by as many as five hundred.

4. As printed the time of performance is about two hours and ten minutes, but it may be shortened by omitting one or two of the episodes.

5. The pageant is really an exposition of the work and aims of the Parent-Teacher Association, and includes the following direct appeal to all parents to join the Association.

Teacher and sheltered mother, list to me,
A wider field of vision you must see,
For ignorance and sin are everywhere,
And little children die from lack of care.
Let burn your torch of knowledge in the night,
The way is clear, let home and school unite.

Bring smiles of joy to every little face,
Protect the feeble mothers of our race,
Help boys and girls from error to be free,
And win the praise of nations yet to be.
By sloth nor jealousy be not beguiled,
You'll save the world if you will save the child!

You have the vote, unite and do your share
To banish sin and sickness everywhere.
The Mother's Congress keeps the torch alight,
For five-and-twenty years we've led the fight.
And now success has on our efforts smiled,
We'll save the world through Parent, Teacher,
Child!

6. The pageant opens with the celebration of a birthday party for Maida, who typifies childhood. The Mother, Teacher and Grandmother are introduced with the little guests at the party. The Grandmother, tells a story of her school of sixty years ago.

Scene two is the old-time school, not a burlesque entertainment but an actual reproduction of the ways and days of long ago.

The guests depart and Mother and Maida dream as the Sandman and Dream Fairies dance in the background.

Part II shows Progress, typifying the spirit of the Parent-Teacher Association. She shows the Mother and the Child the results of the Parent-Teacher Association in the home and in the school. Seven Gifts are given by Progress to the modern Child, each one having been brought about by the Parent-Teacher Association. First, Democracy, a short morality play showing how Vanity, Extravagance, Luxury and Pride had wrought discord in a school and were banished by Thrift and Simplicity. The next scene shows the dire results of the old-time Fourth of July celebration and ends with the boys cheering a safe and sane fourth.

Next the Gift of Books shows the characters from good literature loved by all boys and girls. In this scene all the favorite heroes and heroines are introduced. The third gift is Labor, represented by a short play in which a Graduate turns from Beauty, Love, Travel, Folly, Play, etc., and chooses Work for her future, finding beneath the rough exterior of Work, True Happiness.

Part III shows the Gift of Health and consists of a clever comedy showing how Dirt and the Disease Germs were routed by the School Nurse.

Progress appeals to the Mother and the Teacher, asking them to join the Parent-Teacher Association. They decline saying that their interests are concerned only with the children under their own care. This reply is answered with an appeal for the children of the slums and the resolution of the Mother and Teacher to assist in the work.

Part IV shows the gifts of Nature (an æsthetic ballet "Spring Awakening the Flowers"), Recreation (a mock circus) and Americanization, a patriotic episode showing the care America assumes for her little charges from foreign lands. The Pageant ends with a new Parent-Teacher Association hymn,

MOTHERHOOD UNITED

(Tune: "Stand Up, Stand Up for Jesus")

I saw the shadows lengthen across our mighty land,
I saw the haunts of sorrow and sin on every hand,
I heard the sobbing mothers, the babies' lisping prayer,
Could I sit here in comfort when I was needed there?

I heard the cry of children from sweat-shop and from loom,
And in that cry of anguish I read a nation's doom,
But Motherhood United advanced with flag unfurled,

The hand that rocks the cradle's the hand that saves the world.

A million happy voices awake the land with song,
And Motherhood United in triumph moves along,
And church and school and nation all honor her today.

A world of happy children shall bless the P.-T. A.

7. The Pageant of Progress may be ordered from Walter Ben Hare, Postoffice Building, Springfield, Missouri. Price 50 cents. When ten copies are ordered at one time a license for a public performance will be given free of charge.

ENDORSEMENTS

"I know of no better way to show the general public the work and the aims of the Parent-Teacher Association than by presenting Mr. Hare's pageant. Our circle took in over seven hundred dollars at two performances, and we were handicapped by extremely bad weather. It was a grand success, artistically, financially and educationally. As a means of spreading Parent-Teacher Association propaganda it is unexcelled."

MRS. J. B. MCBRIDE,
President Springfield, Mo. Council.
Member of School Board.

"The Pageant of Progress was beautiful! It was exquisite, wonderful, interesting and clever! It started with a snap and held the close attention of everyone from beginning to end. Not a dull moment in it! It was a visualization of life that brought a lump to the throat, a tear to the eye, a smile to the lips, and a joy to the heart. Please accept my congratulations."

ANNABELLE LAWRENCE,
Author of "Ruth, a Biblical Drama," and other plays.

"I came from St. Louis to Springfield to see the first performance of the Pageant of Progress, and I was delighted with the entertainment. Beautiful pageantry, dramatic values, naïve touches of comedy, æsthetic dances and drill, morality playlets, folk dances—made the audience wonder what was coming next. Each scene contained a well-stressed dominant idea, the ideals and the accomplishments of the Parent-Teacher Association."

MRS. WALTER McNABB MILLER,
Missouri Anti-Tuberculosis Society.
St. Louis, Mo.

"Frankly speaking, I went to the Pageant expecting to be bored, but I was intensely interested and highly entertained from the rise of the curtain to the fall. I realize now as never before the worth of the Parent-Teacher Associa-

tion to any community and I shall give them my heartiest support in any of their undertakings."

FRANK K. GILLESPIE,
Merchant.

"The Pageant is a success in every particular. Mr. Hare has grasped the real vision of the

Parent-Teacher Associations' ideals, and has expressed them in the clearest manner. The Pageant should be produced by every association in the land."

MRS. WILLIAM ULLMANN,
State President, Missouri
Branch P.-T. A.

The Health Town

In the fall of 1916 a fund of \$100,000 was made available for the National Tuberculosis Association by the Metropolitan Life Insurance Company of New York for the purpose of carrying on in a typical small American city a demonstration of what could be done and should be done by each community in the prevention and care of tuberculosis. The idea back of the demonstration was to put into practice every known method of attack on the Great White Plague.

Framingham, Mass., because it was an ordinary, average town with a average type of population, and an average death rate from tuberculosis and other causes, was chosen as the seat of the demonstration.

In every community there are certain forces which can be utilized to build up the community's health. The first great force is of course, each citizen of the community. Every individual each day is doing something either to build up or tear down his health and the community health. The first step, therefore, was to interest every one of these potential health builders in the movement. That they became interested is shown by the fact that over 12,000 out of a population of 17,000 in Framingham presented themselves voluntarily for complete physical examinations or were examined in the schools and factories, so that a true picture of the town's health was secured. Doctors, medical societies, the board of health, the nurses in hospitals and the visiting nurses, and welfare organizations then put their shoulders to the wheel to help rid the town of tuberculosis.

Much has already been accomplished, although the demonstration is not yet complete. It has cost money to be sure, but in a summing up the cost of the demonstration to date, it is shown that the total would be possible for any community that valued its health enough to pay for it. Every community pays for its streets and its schools and its fire department, because it values these essentials of a good town. But no town pays as much for its health as the benefits of health would warrant. What Framingham did, and is still doing, could be done year in and year out for an average expenditure of about two dollars a year per capita.

Why should not a town spend as much for the prevention of sickness as it does for the preven-

tion of property loss by fire? Considering the importance of physical development as a source of joy and comfort and profit and power, it is hard to imagine why communities do not see the importance of spending at least an equal amount for these blessings as they do for fire prevention, public-school education, etc.

If it did no more than reduce the annual death rate the \$35,000 spent in one year in Framingham would be worth the outlay. For example, the death rate last year among infants was 62 per thousand instead of 81 the year before. The death rate among the whole population dropped from 14 per thousand where it had been for the previous ten years, to 11 per thousand. In a town of 17,000 inhabitants this means a saving of 51 lives. It has been estimated that the loss from each person who dies before his time is \$10,000 in the case of tuberculosis. This means at the lowest estimate a prevention of several hundred thousand dollars of economic loss, beside the unnecessary grief and suffering. The tuberculosis death rate in Framingham was 121 per 100,000 population prior to 1917. In 1920 it was 64 per 100,000. There was a drop of 20 per cent. the first year and 30 per cent. the second.

During the first three years of work over 250 cases of tuberculosis were brought under advice or treatment. Many of these were arrested by treatment and the patients are now at work. Realizing the importance of all associated forms of ill health, arrangements were made for correcting any and all defects found. A school dental clinic was established. Children as well as adults having nose and throat trouble, were earnestly advised to have these attended to. A summer camp for young children was established. School luncheons were arranged for in one of the schools. Modern Health Crusade Clubs were formed among the children. Factory health conditions were improved by providing expert health consultation service for workers, compulsory annual physical examinations and improvements in the working conditions. Local milk conditions were investigated and improved. Domestic science and food economy were started, for it is an unfortunate fact that very few housewives have any conception of the tremendous importance of the right kind of food in the

right quantities, properly cooked, not only for themselves but also for their husbands and children, and two infant welfare nurses were provided to help the mothers to carry the babies over that most dangerous age of all from the point of susceptibility to tuberculosis, up to three years of age.

The physicians themselves, stimulated by the increased interest of the public, held a post-graduate medical lecture course with experts in various lines to give the addresses. They also arranged for experts in tuberculosis to coöperate with them in early diagnosis and cure of tuberculosis.

In addition to all these measures, many

educational pamphlets were issued to adults, especially mothers, on the various phases of disease prevention and it is safe to say that no town in the United States now knows more about its health than does Framingham, the Health Town.

The Framingham Health and Tuberculosis Demonstration shows what can be done with moderate expenditure and proper organization of community resources. It is for the purpose of promoting similar efforts on the part of other communities that the appeal is being made for funds by the National Tuberculosis Association through the sale of tuberculosis Christmas Seals which will be conducted in December.

Child-Welfare Day

Local Associations kindly notice the material which is available for Child-Welfare Day as listed in the following communication which has been sent out to the State Presidents and the Child-Welfare Day Chairmen by

MRS. DAVID O. MEARS,

National Chairman, Child-Welfare
Day Department

As National Chairman of Child-Welfare Day (Founders' Day) Department of our National Congress of Mothers and Parent-Teacher Associations, I wish to express my gratitude to you for your acceptance of the Child-Welfare Day Chairmanship in your State. As you are doubtless aware, February 17, 1922, marks the Quarter-Centennial Observance of the founding of our National Organization at Washington, D. C., in 1897.

It is hoped that our Silver Anniversary will be a red-letter day in the history of the Mothers' Circles and Parent-Teacher Associations throughout the country.

Material furnishing suggestions for several programs has been sent out year by year by the National Chairman to become the permanent property of the Circles and Associations. This has included: Memorial Tribute to the Founder, Mrs. Theodore W. Birney; Twenty Years' Work for Child Welfare; Personal Message from the National Child-Welfare Day Chairman; Ladder Symbol; Star Booklet; Program Plans, containing Illustrated P Star, S Star, Four Corner Stones of Child Welfare, Child-Welfare Clock, Tableau "Mother Love," suggestions for a birthday cake—each lighted candle symbolizing some important event in the history of the National Congress of Mothers and Parent-Teacher Associations—also music: My Tribute, words written by our National President, Mrs. M. P. Higgins, and The Mothers' Hymn, music composed by Helen Grinnell Mears.

The Chairman is pleased to announce two excellent pageants for our Silver Anniversary. One pageant, Awakened Motherhood, written by Mrs. H. L. Copeland for Washington State Child-Welfare Day, 1921, might be used with changes appropriate for conditions in each State. Another pageant, Progress, A Parent-Teacher Pageant by Walter Ben Hare, Springfield, Mo., copyrighted, 1921, Dedicated by the Missouri Parent-Teacher Association to the National Congress of Mothers and Parent-Teacher Associations, to commemorate the twenty-fifth anniversary of the National Congress. This pageant may be obtained for fifty cents a copy from the author, Walter Ben Hare, Post Office Building, Springfield, Mo.

The Child-Welfare Poster and Exhibit Prize Contest of last year was a great success, hundreds of artistic and suggestive posters and charts being sent to our 1921 National Convention in Washington, D. C. Four prizes are to be offered again this year: ten dollars as first prizes to high schools and grammar schools respectively, and five dollars as second prizes for the best posters illustrating some phase of our National Congress of Mothers and Parent-Teacher Association work. Such exhibits might well prove an attractive and helpful feature of our Child-Welfare Day program for 1922.

Envelopes, as receptacles for a silver or larger offering, are to be sent out this year. The envelopes will bear these inscriptions:

National Congress of Mothers and Parent-
Teacher Associations

Silver Anniversary Child-Welfare Day

1897-1922 (Emblem) February 17, 1922

Invest silver quarters as National Birthday
Anniversary Gift for Child-Welfare

Extension Work

Quarter Centennial Observance

Observe Child-Welfare Day, February 17, 1922

- (a) In all Mother's Circles and Parent-Teacher Associations
- (b) With appropriate program
- (c) With a silver or larger offering from each individual in active, associate, sustaining, and life membership

Bring or send offering to Local Treasurer to be forwarded through State Treasurer to National Treasurer.

Should each of our nearly 300,000 members contribute 25 cents—as a special offering of at least one cent for each year of the life of our National Congress of Mothers and Parent-Teacher

Associations—one cannot estimate the helpful results to be obtained from the expenditure of such a magnificent sum total used for the extension of the National work.

It is hoped that each State Chairman will send with the program material, her own personal message and an earnest appeal for a special, appropriate observance of Child-Welfare Day (Founders' Day).

The helpful coöperation of National and State officers, State Chairmen, and members of local Associations has been greatly appreciated in the past. The same cordial "working together" is solicited for the coming year to make our Silver Anniversary a day of inspiration and enthusiasm for the advancement of child-welfare in home, school, and state.

Country Life Department

MRS. MARGARETTA REEVE, Chairman

In response to a questionnaire sent out in the winter of 1921, ten states returned information as to local conditions, from their Departments of Country Life. The reports were full, and showed much care and thought. The remaining thirty states made no reply; but this cannot mean that they have no rural problem, no rural want as yet unsupplied, for a study of conditions all over the United States shows a crying need for better schools, better roads, better homes in the country. It merely proved that the Congress as an organization has not waked up to its duty and its privilege,—that we are only half alive.

Our object, child welfare, is not confined to the towns and cities nor should we wait until the country child leaves home and comes within the radius of a city Association, to "carry the motherlove and mother thought into all that concerns childhood in home, school, church and state," or to "bring into closer coöperation the home and the school, that parents and teachers may coöperate intelligently in the education of the child," according to our published Aims and Purposes.

The needs of the country child, in home and school, are, like those of the city child, practically unlimited; but it is easier to advance over the firm ground of work accomplished, than to bewilder our sight with a bird's-eye view of so great a field,—better to do one thing at a time and do it thoroughly, than to try to do many things at once, and so make no definite impression anywhere. Many organizations are working to solve this "country life problem," by means of Agricultural Extension Bureaus, Boys' and Girls' Clubs, the County Y. M. C. A., the Grange, and so on through a long list; but though we can and should coöperate with all these agencies whenever and wherever we may, there are some responsibilities which seem to be peculiarly our

own, and which we not only *may*, but *must*, assume.

In a long discussion of the situation and our relation to it, with our good friend, the former U. S. Commissioner of Education, Dr. P. P. Claxton, these two points were emphasized by him as being worth ten years of steady effort on our part:

A Parent-Teacher Association in every rural school.

The securing of decent living conditions for rural teachers.

To these was added by the U. S. Department of Agriculture, its need for our help in opening, to the Home Demonstration Agent, a way to the farm home and the farm woman, through the school house with its Parent-Teacher Association.

It is hoped that the new plans for Regional organization, and for the employment of Organizers or Field Workers where they are needed, will greatly stimulate the formation of rural Associations. It is well known that the chief obstacle to the establishment of these centers in the country districts has been the lack of local leadership, and a fear on the part of inexperienced women to undertake the work of organization; whereas, if a group were once well organized, many would be willing to carry it on. The report from a number of districts, that it was difficult to maintain the interest in the Parent-Teacher Association because it had already done for the school everything that was possible, gave rise to the thought that there could be no better missionary than such an Association. Therefore it is suggested that these strong clubs with plenty of leadership should make a "Survey" of the rural districts lying around their towns or cities, and should act as an Extension Committee, starting, by means of their experience, and their

available speakers and other program material, Clubs which in their turn will reach out yet further, and carry the work into the most remote neighborhoods. What prouder title could be borne by a Parent-Teacher Association than that of "Mother-Club" to a group of thriving centers?

There is one other opportunity for service which lies within the power of the Association which has finished its work for the school, and also of those which have not—the furnishing and maintaining of a Rest Room for the farm woman who comes to town for shopping and an outing. Many Associations have their own meeting rooms, which could readily be made attractive centers for the out-of-town visitors—a few books and recent periodicals, some new music on the piano, and some comfortable chairs, a writing desk supplied with picture post-cards, and the Victrola records within easy reach—nothing more is needed. Many a woman who, having little money to spend on shopping, and perhaps few friends to visit, would stay at home when her husband went to town rather than face hours of waiting in a store or in the railroad station, would have many days of freedom from the routine of the farm, if, her errands accomplished, she could look forward to a pleasant hour or two in a cheerful club-room where she knew herself to be welcome because it was provided by the Parent-Teacher Association. A knitting class, a millinery class, formal or informal, going on in the room even if only once a month, and free to all comers, would draw many a lonely woman away from the isolated farm when opportunity offered, and would send her back with a new interest in life.

It is hoped that State and local Presidents and County Chairmen will improve every opportunity to urge this plan upon their Associations, and will recognize, by public honorable mention, those groups which show this true spirit of neighborliness.

The second point is so vital that it is difficult to find words in which to fully convey its importance; decent living conditions for the rural teacher.

Of what use is it for educators and all others interested in the development of a better country life, to urge the necessity of having better teachers in the rural schools—those schools in which so many of the finest men and women of our nation have had, and will have their education—and to demand at least high school, and whenever possible, normal school or college training, for the man or woman who is sent out to teach from four to eight grades in a one- or two-room country school, when the accommodations offered these teachers are such that no one who has had the refining influence of such training would be willing to live under the conditions they must face—cold, ill-lighted, poorly furnished rooms, indifferent or bad foods, long and lonely walks in bad weather over worse

roads, and, in the majority of schools, buildings and equipment totally inadequate for the employment of modern methods of instruction—all this for a salary often smaller than the wages which in these days must be paid to a domestic servant?

In many places, successful efforts are being made to improve this disgraceful state of affairs, but no other organization is so bound as is ours, by its name, its aims and purposes, its underlying spirit of true parenthood, to see that the thing is *done*. And it is not only our duty; it is our wisest course. We strive to interest educators in our ideas and ideals, to secure the coöperation of superintendents and teachers, without which our work would be hampered almost to the point of arrest. What greater recommendation could we have than the fact—if it *were* a fact—that where one of our Parent-Teacher Associations exists, there the teacher may be assured of finding "all the comforts of home"?

The third point also, is one which lies almost entirely in our hands. We hold the key to the door of a great social center, to which will come—are coming in great numbers—the country women. The home demonstration agent of the Extension Division of the U. S. Department of Agriculture goes to the farm home, but she does not always find that the door swings open at her touch,—and when it does, there is only one woman inside! The farm woman, like the farm man, is conservative. It is not easy to go to her and say, "I know more than you do; let me teach you something," however tactfully the suggestion may be conveyed. But, also like the farm man, the farm woman is practical and is quick to recognize a good thing when it has been demonstrated. If, on a day when the topic at the meeting of the Parent-Teacher Association has been "Domestic Science," or "Books and Reading," or "Dress and Home Decoration," or "What we Can Get from the Dept. of Agriculture to Help in the Home," the demonstration agent has been the speaker, and has demonstrated a new and easy method of canning, has talked of certain interesting books or articles, or has discussed clothes or new recipes, and then has had opportunity to meet a dozen or more women over that unfailing ice-breaker, a cup of tea, she may follow up the expressions of interest in her talk by a friendly offer to "come over some day and tell you more about it." Nine times out of ten, she will be welcomed in the same friendly spirit, and the doors thus opened will not be closed again.

The U. S. Dept. of Agriculture is ready to instruct its agents to accept every opportunity offered by the Congress to establish coöperation by these means, and herein lies the solution of one of our most difficult problems—the securing of suitable speakers for rural meetings. The word "suitable," here, should be emphasized. To the city woman, it is a matter of no difficulty to go to a meeting around the corner, and if she fail to find there anything profitable, she has

many other sources of inspiration and amusement. But it is a more serious undertaking for a country woman to spend an afternoon away from home, and when the effort is made, she must gain something definite in return, if she is to go again. Therefore the program must offer both pleasure and profit, and the trained agent can often supply one as well as the other. Moreover, she is on the spot, or within reach, and it is her business, as well as usually her pleasure, to go where the Government sends her.

There are endless minor lines of service which will develop locally and should be followed out—the improvement of grounds and buildings, hot school lunches, a library center for the

community, etc., but they will all be found to group themselves under the head of one of these three great opportunities which are ours.

A celebrated authority on the subject of country life has said, "It is a maxim universally agreed upon in agriculture, that nothing must be done too late; and again, that everything must be done at its proper season; while there is a third precept which reminds us that opportunities lost can never be regained."

These truths were stated by Pliny the Elder, 2,000 years ago, but like many other truths of the same age, they are equally applicable to the conditions of to-day. Let us profit by his wisdom.

Message from National Chairman of Legislation

ELIZABETH TILTON

Legislation is, of course, the high tide of much of the civic work the Congress of Mothers is trying to do. All social movements have to be tried out in many local places before they have proved their worth, but having proved their worth the call then comes to make them state or nation wide; that is, to pass a law that shall bring to every person what the few have formerly had.

There is no better investment of anything than that put behind the passage of a beneficent law, for a law, even if only mildly in force, is so far reaching. Now the Congress of Mothers is trying to build up through the nation a wide Letter-Writing Committee that shall bring pressure to bear on our Congressmen at Washington. We must always remember this pertinent truth that it is not much use for us to think right on civic measures unless we get that thinking out of our minds into the minds of our Congressmen. This is, of course, the object of our Letter-Writing Committee—not to keep at home all our good intentions but to let our Congressmen know that we have them and have them high.

Now, we have all acted in behalf of the Anti-Beer Bill and the Maternity Bill. Both these measures have successfully passed the House and Senate at Washington but are still at the present writing awaiting the President's signature.

Recently, we have circularized 300 of our good members in behalf of the reduction of armament by international agreement with penalty for the nation that fails to keep the agreement. We have pressed this last because we realize that unless there is some force that is something more than a gentleman's agreement in the disarmament measures proposed at the Peace Conference, the matter will not have the strength that it should. Until the 1st of January, and perhaps until the middle of January, we are, therefore, asking all of you to write to President Harding and our four American delegates that they come to a disarmament agreement with force behind it. We also ask you to use this little sticker on your letters.

HUNDREDS FOR LIVING

BILLIONS FOR KILLING

How long can such a world endure?

STOP THE NEXT WAR NOW

Legislative, Congress of Mothers, Washington, D. C.

We now come to the middle of January. From then on, we shall put our chief strength on two education measures. First, we shall try to get a Department of Education with a cabinet officer; that is, we shall work for the first clause of the Towner-Sterling Bill. We shall want letters written asking the Reorganization Committee that is now making over the Department in Congress to give us in that reorganization a Department of Education.

Lastly, we shall work for the Fess-Capper Bill for Physical Education. This bill asks for federal aid to help states that pass proper physical education laws, dollar for dollar. The figures of the draft are still with us and show us that if our country is to survive we have got to bring forward the health of our school children. No better work lies before the Congress of Mothers than a great health promotion campaign for our school children. The Fess-Capper Bill sets in motion such a program. It will stimulate the States by offering Federal Aid; it will bring up the waste places and we now know that we must not think in terms of our state—we must think in terms of our country if we are to be strong. The vision behind this bill is a young new America 100 per cent. fit. I beg you to be ready by the middle of January to make a vigorous drive for a young America 100-per cent. fit and 100 per cent. educated.

Child-Welfare Notes

Plans are well under way for an international congress on education to meet in the United States in 1923 under the auspices of the National Education Association. Dr. Augustus O. Thomas, of Maine, chairman of the Association's Committee on Foreign Relations, has been in Washington in conference with President Harding and others who are interested in promoting world understanding through education. At the request of Miss Charl Ormond Williams, president of the National Education Association, Dr. Thomas has directed a formal letter to President Harding asking him to extend to the nations represented in the arms conference an invitation to join America in this educational congress.

Along with the letter to President Harding is a memorandum outlining the objectives to be accomplished by an international congress on education and giving the means to be used in reaching these objectives. Such a conference will conserve the fruits of the present arms conference by developing among the children of each nation right attitudes toward the peoples of other nations, says the statement of the Committee on Foreign Relations. "The dynamic forces that make for world peace are formed when the young are taught. The teacher, whether mother, priest, or schoolmaster, is the real maker of history and the school will shape the destiny of tomorrow," continues the statement.

The committee of the National Education Association suggests that the world congress might well work toward the following objectives:

1. To promote peace and good-will among the nations of the earth.
2. To bring about a world-wide tolerance of the rights and privileges of all nations.
3. To develop an appreciation of the value and the inherited gifts of nationality through centuries of progress and development.
4. To secure more accurate and satisfying information and more adequate statements in the textbooks used in the schools of the various countries.
5. To foster a national comradeship and confidence which will produce a more sympathetic appreciation among all nations.
6. To inculcate into the minds and hearts of the rising generation those spiritual values necessary to carry forward the principles emphasized in the Conference on Limitation of Armaments.
7. Finally, throughout the world, in all schools, to emphasize the essential unity of mankind upon the evils of war and upon the absolute necessity of universal peace.

To accomplish these ends it is proposed:

1. The teaching of international civics, which will acquaint the rising generation with the various points of contact made necessary and

facilitated by the modern means of communication and trade.

2. By the organization of textbook material used in schools such as will give a more accurate visualization of the dominant traits and ideals of the nations.

3. Through the exchange of teachers and through scholarships to students of foreign countries.

4. By a program looking to universal education.

5. Through an exchange of articles on education setting forth programs and methods used in the various countries and through an exchange of educational periodicals.

6. The designation of a day to be observed by all which may be known as "World Good-Will Day," when programs may be given such as will promote international friendship.

PROVISIONS OF MATERNITY BILL, NOW
A LAW, ACCEPTED IN ADVANCE
BY SIX STATES

On the day before Thanksgiving, President Harding signed the "Maternity Bill," providing for Federal coöperation with the states in promoting the welfare of maternity and infancy. After more than three years of struggle, the bill was passed by both houses of Congress by overwhelming votes. The Children's Bureau of the U. S. Department of Labor is given the administration of the act, and the Chief of the Children's Bureau is made the executive officer. A Board of Maternity and Infant Hygiene, consisting of the Chief of the Children's Bureau, the Surgeon-General of the U. S. Public Health Service, and the United States Commissioner of Education, is given certain powers of review and approval. A total appropriation of \$1,480,000 is authorized for the current fiscal year, and an appropriation of \$1,240,000 for each of five years thereafter. Except for a very small percentage to be used for administrative purposes, the money is to be divided among the states accepting the provisions of the act, to be used, together with state funds, for promoting the welfare and hygiene of maternity and infancy.

So eagerly was the passage of this bill awaited that at least six states in the 1921 sessions of their legislatures passed laws accepting the act, if it should become a law, and authorizing a state board or division to coöperate with the federal government. These states include Delaware, Minnesota, New Hampshire, New Mexico, Pennsylvania, and South Dakota. The rest of the states will not have to wait until the next regular session of their legislatures, for the law provides that if the legislature has not acted, the governor may, in so far as the laws of his state permit, accept the provisions of the act and authorize a state agency to coöperate with the

Children's Bureau until the legislature has had opportunity to act. More than 30 states have child-welfare or child-hygiene divisions in their state boards of health, and in these states the law provides that its administration shall be in the hands of these divisions. Any state desiring to benefit from the act must submit to the Children's Bureau detailed plans for its administration, and these plans are subject to approval of the Federal Board of Maternity and Infant Hygiene.

How much money will a state accepting the act receive from the Federal government to be used in making maternity and infancy more safe? In the first place, \$10,000 the first year, and \$5,000 a year thereafter will be paid each state indicating its desire to cooperate. An additional \$5,000 will be paid providing the state appropriates \$5,000 of its own for the same purpose. That makes a total of \$15,000 the first year and \$10,000 a year for each year thereafter available from Federal funds to each state regardless of its size. In addition \$710,000 a year is provided to be distributed among the states on the basis of population, providing the amounts thus apportioned are matched by state appropriations.

The act contains specific clauses protecting parents in their right to liberty of action, and providing that the states shall take the initiative in preparing and carrying out plans.

MODERN HEALTH CRUSADE

The idea of making interesting such daily tasks as tooth-brushing, bath-taking (including behind the ears and above the wrists) came from the National Tuberculosis Association. They felt that if the children in school could be taught good habits of health, there would be less tuberculosis in the country. The Modern Health Crusade, therefore, was started in public schools in this country, in France, Italy, Belgium, Czecho-Slovakia and several other foreign lands. This crusade is popular with the pupils because of a dramatic appeal that associates rules for good health with daily life in a tangible way. No didactic textbook can ever do this so successfully. The performance of these eleven chores is worthy of knighthood in the Crusade for Health, just as the performing of valiant deeds won knighthood for King Arthur's warriors. The pupil advances in successive steps from page to squire, to knight, the knight banneret being the highest rank he may attain. Awards such as ribbons, medals and pins are made. This insignia is furnished by the school at a cost of approximately seven cents per pupil. Or if school funds are lacking, the county or state Anti-Tuberculosis Association, both of which are supported by the Christmas Seal sales, will furnish financial aid. The system is worked out in great detail so that an organized Crusade may be introduced into any school.

As fathers learn of the work of the Modern

Health Crusade they realize more fully that the game of health is a game that makes their children better sons and daughters, better citizens to take their places in the working world. They are glad and eager to stand back of this Crusade, to discuss it with their sons and daughters, and to take a big-brotherly interest in making it a nation-wide success.

TWO HUNDRED CHILDREN GIVEN NEW "EYES"

Out of 100,000 pupils in the New York public schools who fail to be promoted each year, 50,000 have defective eyesight, 25,000 are suffering the humiliation of being "left-backs" simply because they are desperately in need of glasses.

The Junior Red Cross has established a \$5,000 fund to aid parents in buying glasses for their children. Already 200 children have been given "new eyes," according to a report issued by a local chapter of the Red Cross. The fund is self-sustaining, in that the children pay back the cost of their glasses on the installment plan.

Every child who evidently does not see well and every child who is cross-eyed, should be examined at three or four years of age. Every child is entitled to an examination of the eyes before beginning school work, no matter what the age. The vision should be tested every year, whether glasses are worn or not, in order to discover any defects that may be developing or any increase in defects known to exist.

SAVE YOUR EYESIGHT

Few of us care to keep our eyes closed. Drug-ging them is merely temporary relief. Blurred glasses are only "blindners." There is only one way by which defective eyes can be kept open to see everything that they are intended to see and still be enabled to function normally, entirely free from muscular and nervous strain, and that is by wearing correctly adapted glasses.

Don't use drugs such as belladonna to make your eyes shine. Don't buy glasses without first consulting a specialist. Don't read or work in a bad light. Bathing the closed eyes with cold water two or three times a day is a splendid tonic and can do no harm except in certain forms of inflammation.

STATE LAWS CONCERNING CHILDREN

In view of the number of states in which children's code commissions are at work, the U. S. Public Health Service calls attention to a recent report by the National Child Health Council, which recommends certain provisions that are apt to be overlooked.

Most important of all it urges that all restrictions on local expenditures for the health of mothers and children should be repealed and that definite facilities for the education of prospective mothers, their protection in industry, and the supervision of their health should be definitely authorized.

The state health department should be authorized to license and supervise all midwives and to require the immediate reporting of all inflammatory conditions of the eyes of the new born and their proper treatment. Births, including still-births, should be promptly reported to local registrars under the health department. All maternity homes should be licensed and supervised.

Supervised pasteurization of all uncertified milk and its proper handling, etc., should be required.

Health education should be provided for all school children. It should not prescribe rigid or uniform drill or instruction but should normally stimulate the child's physical development and should include practical instruction in personal hygiene, nutrition, and sanitation. Teach-

ers should be instructed in the fundamental principals of health education. Periodic physical examinations should be made. Special groups who are unable to receive class instruction should not be forgotten. The sanitary condition of school buildings and grounds and their environment should be supervised.

The child in industry should be physically examined when he leaves school, when he changes his work, and periodically while he is of school age. Each state should have a bureau of child hygiene, which should administer the laws for children. All public and private institutions having to do with children should be subject to regulation by the health authorities. All appropriations for child or maternity care should specifically provide for health.

Death, What Does it Mean to Your Child?

By DOLLY SPURR

I had a very dear girl friend who died a year ago, leaving a little girl of seven, a wee bit of sweetness who had never known the joy of playing like other children, for she could not walk. My friend was an actress, and away from the child a great part of the time, but she adored her baby, and little June thought there was no one in the world to compare with her beautiful, clever mother. The big joy of her little life was writing notes to Mamma, messages of love and longing in a scrawling baby hand. But the mother she adored was called back to God one day, and the relatives of the child decided to keep her in ignorance of the death. She was too young to understand, too delicate to be shocked with the truth. So they guarded their lips well and at first June thought her mother was just "away" and too busy to write. But later she wondered why there were no more presents from Mamma, or visits, and it was then that her father told her that Mother had gone to Babyland to bring her back a baby brother. He gave the explanation that he thought best, and was not to be blamed. Some time later I went to visit the little girl and took her a hand bag as a present. After the first exclamations of delight she said "Now, just as soon as I can walk, I can pack my bag and go to Babyland to Mother and brother." She was hoping and longing and waiting for that day to come. It seemed all so wrong to me. If she continues to expect her mother back from Babyland, won't she feel much worse, when she finally knows the truth, than if she had been told at the time it happened?

The word death strikes terror to the heart of most children. Why should it be so? Shouldn't they be taught that the word is not to be feared, that it means the biggest and most beautiful

adventure of life—that it is only a door to another world, where our loved ones live and love and wait for us. I have a little boy of eight, who has been trained from babyhood that there was nothing to fear in death or the dead. He went with me to my friend's funeral, and someone asked, "Won't he be afraid and cry?" And I answered, "Maybe he will cry because he loves her and will miss her, but he will not be afraid." And he wasn't. Of his own accord he touched her face and kissed her hand, and after it was all over he said, "Mother, that wasn't the real her there anyhow." Even at his age he seemed to realize that the separation was only physical, and that the real loved one was not in that cold still form that would in time become dust. And the understanding made him happy.

It is my belief that the worst crime parents can commit against their children, is to bring them up without some religious belief—some sort of faith in God and a hereafter. If they can't send them to Sunday school or church for regular religious teaching, they can teach them at home. They ought to be instructed at home anyhow, no matter how much they go to church. Lives have been totally wrecked by such early neglect on the part of fathers and mothers. I know a man who never gave a thought in all his sixty-five years to God or death, until his wife died. Then he was so frightened because the dreaded "thing" had touched him that his mind snapped. During the agony of his first realization he cried out "I knew it had to come, and it will get me some time too, but I never thought of it before. Teach me now." But it was too late. The great fear has shattered his mind, and he is dying by inches mentally, because he is afraid of the Great Adventure.

Every religion teaches that there is a God, a heaven or hell, a purgatory or some place of advancement after this life. You are taught to believe in something and hope for something, whether it is a place of gold streets, angels and harps, or just a better edition of our own earth life. But whatever it is, it is something to work for. For the love of God and the attainment of that heavenly state we are taught to strive, suffer and battle with temptation. You encour-

ter death to get there, but death is overcome in the progress. It is nothing to be afraid of—a Christian truth that children should be taught not to fear.

When my time comes I do not want my son to stand beside me in fear and trembling. I want him to be able to say "This, that I see here, is not the real loved one. I have no fear of this thing called Death." And I want him to *believe* that.

Music Now Counts toward College Degree in Increasing Number of American Colleges

That an increasing number of colleges and universities are allowing entrance and college credits in the subject of music so that the high-school student who wishes to specialize in music no longer faces the fact that his chosen subject will not "count" toward a college degree, but finds, on the contrary, that he can plan his high-school work in music with a view to the particular college which he may wish to attend, knowing that he will receive credit for it, are some of the facts brought out by the U. S. Bureau of Education in a pamphlet on "The Present Status of Music Instruction in Colleges and High Schools" just released for distribution.

"The results of the questionnaire," says the Bureau of Education, "justify the conclusion that the colleges and universities of the United States are taking an ever-increasing interest in the development of music as a social, cultural and professional subject." There are 194 colleges which allow entrance credit in some form of music. In 190 theoretical music is recognized for entrance credit, and 154 grant entrance credit for appreciation. "Applied music," meaning performance on the piano, violin, voice, etc.,

is given entrance credit in 88 colleges. Ohio, Illinois, and Iowa have the largest number of institutions offering such credit.

"There are 232 colleges which offer credit for music courses in college. The States of Illinois, Iowa, Kansas, Massachusetts, New York, Ohio and Pennsylvania lead in having the largest number of colleges offering credit for music courses. And there are 203 colleges which offer the degree of 'music bachelor.' Public-school music is taking an increasing share in college music work: 36 colleges offer courses leading to diplomas or certificates in this subject."

"That the high schools have made great strides recently in the number and variety of music courses offered is indicated by the following figures: 434 high schools offer courses in applied music, 118 grant credit for piano, 93 for the violin, 63 for other strings, 68 for wind instruments, and 92 for vocal study. One hundred and twenty-five schools own and lend instruments to their students. There are 31 schools which give credit for glee club work; 46 for orchestras and bands; 54 for theoretical music; and 73 for music appreciation.

Fear

By MAUDE H. SMITH

One of the first duties of the mother is to teach the child courage, and I maintain that almost without an exception, if a child is a coward it is its mother's fault; you cannot begin too young to teach them not to fear the dark. Any normal child should, without hesitation, go into a dark room without fear. If they are afraid some one has failed in their duty to train them right. Nothing is so detrimental to the normal development of the child as fear.

Fear of storms to the extent of crying when the wind blows or the lightning flashes and thunder rolls, is often seen and shows the lack of proper training. Parents should never show fear before their children nor frighten them to make them do certain things; caution can be

taught them without making cowards of them.

The old adage "Bring a child up in the way it should go and when it is old it will not depart therefrom" proves true in this as in many other things. The great trouble is that mothers fail to realize that the time from birth to school age is the great character-forming period of the child's life; and so many mothers let these precious years slip by without giving the child any training along any definite line, thinking that there is plenty of time when he is older. And so the opportunity to plant the seeds which would blossom in the flowers of a beautiful character is lost; and if the bad habits that are formed during this period are ever overcome it is at the expense of a great deal of time and energy.

Many authorities claim that they can never be got rid of.

The following quotation is taken from a medical journal: "The chief fears that lower the vitality and invite disease are, the fear of ill health, the fear of misfortune or bereavement and of the loss of money or position. But if bereavement or adversity come to you, face the facts courageously, catching the spirit of the ancient song: "I will fear no evil for thou art with me." The habit of serious, trustful medi-

tation upon these divine assurances, once formed and held works its own marvels.—The Psalmist was perfectly aware of the fact that life would not be all green pastures and still waters; but come what might still he would not fear."

Don't forget, Mothers, that it is the early training that determines many, many traits of character that your child will later develop and remember that you cannot begin too young to teach courage, one of the most important.

Magic

By ANNA MEDARY

He came to my class when he had just passed six. His eyes first opened on this world in Russia, and when he was little more than a year old, he journeyed with his mother and father, and baby sister, to the "land" unknown, but "promising." Five years in America the father had died, the baby sister slipped away, and now the mother was working in a shirtwaist factory to support her boy. There was no one in particular to look after him during the day, but an old grandmother, who was busy tending her fruit stand, so he easily got into the habit of waiting by the school door long before it opened. When the bell would ring, he would be the first to enter the room, and if I were sitting at my desk, would tiptoe from behind, and clap both hands over my eyes, waiting patiently until I called his name. Never once did he say "guess" as children do in this game. Somehow he always took it for granted I would know just who it was. Sometimes he would fling both arms around my neck, then envelop himself in my lap, and I wondered if this unusual fondness for me would not in time separate him from the other children? But it never seemed to. I think they understood he was lonely and missed his mother.

When spring came, he looked so pale and thin, I decided to break my rule of singling out one child, and took him for an afternoon in the country. The ride in the car was very interesting, and the comments he made on things he saw through the window greatly amused the passengers. We got off at a road which led to a stream with a foot-bridge. He ran awhile in the grass, chased a butterfly, and then I suggested we sit on the bridge, and let our feet dangle over the water. This delighted him at once, and he soon began to see things in the stream. A school of tadpoles rested comfortably below, and he asked what these funny things were? After I explained, he decided to get

down, catch one, and take it home. Balancing himself on two big stones, the little hand made a dive for the exact spot where the tadpoles were, but came up empty. Five times he did this without result. The sixth he caught one, only to have it wriggle away. He gave an enraptured little scream. For the moment he possessed it. Then, when he found it was gone, went to work again, this time going in over one shoe, and without result. I marvelled at his patience! Never once did he get cross. Finally, a bit weary, he climbed up on the bridge beside me. We looked down into the stream together. There were the tadpoles apparently undisturbed. There were the water spiders skimming along. I wondered what was in his mind? But he told me without the asking, for as he drew closer he said, "I guess that tadpole was magic." I did not make this a point for a lesson on nature, then and there. I did not even question how he knew the word magic? It was so pleasant, just to have him near, and feel the influence of his gay, philosophical spirit. But that night when I was alone, I began to think of him again and again. It was May. In June he would be promoted from my class. How soon I would lose him. Was it some magic, which had given him to me, and let me peep into his heart? Then I thought of his mother, separated from him all day, by this merciless matter of dollars and cents. How she must miss his quaint little ways? But yet, he belonged to her, as the tadpole did to the stream. She knew he would return. Next week, I said (and my eyes were very teary), next week, I will give that lesson on nature, streams and fish. This will make clear the experience of the afternoon to his quick understanding, and perhaps?— Well! Analogies have their place in teaching, and sometimes they are meant for the teacher instead of the pupil.

The Child and the Book

By DAISY MARY SMITH

A curious story is told of a father and mother, who, full of sublime eagerness for the welfare of their only child, a handsome boy of three, took him to an old philosopher.

"We want you," they said, "to take full charge of our boy's education and do the best you can for him."

"How old is he?" asked the philosopher.

"Just three," replied the fond parents.

"I am sorry but you have brought him to me too late."

It is a woeful waste to leave to teachers and librarians the influencing of the reading tastes of your child. If parents had the vision to see that the library into which a child tumbles before he is seven will have a tremendous influence upon his interests and tastes to the end of his life, there would be more books in the home.

In the first seven years of a child's life he learns more than in any other period of his existence.

It lies with the parents to see that at this character-forming period the child has food for the growing mind as well as for the spirit and body; wholesome minds are the result of wholesome thoughts, wholesome thoughts are supplied by a definite program in the home.

POETRY

Poetry is one of the earliest methods of child training. When a child is only a month old the mother by singing can instill into the mind of the child a love of poetry. Such melodies as Tennyson's "Sweet and Low," Holland's "Rockaby Lulla by," Field's "Wynken, Blynken and Nod," "O Little Town of Bethlehem," "It Came Upon the Midnight Clear," "Annie Laurie," Newman's "Lead Kindly Light" and "Home Sweet Home" and others of like nature will create for the child an atmosphere of love, beauty and happiness. If the child of a month old can not get the full meaning of these lovely old songs, little by little with his growth they unfold to him, so that by the time he is a year old he will have developed enough to enjoy active rhymes like "This little pig went to market," "Pat-a-cake, pat-a-cake baker's man," and others similar to these. When he is two he will be repeating the Mother Goose jingles with their nonsense and their catch rhyme and rhythm.

At three he will be ready for "I have a little shadow that goes in and out with me," and other poesies from the Child's Garden of Verses. The important thing, in this directed play with the child, is that he will have acquired the poetry habit naturally and happily. If a mother waits for the teacher or librarian to create a love for poetry, it may be too late, for the child who has

not had verse early and nearly every day of his life may be bored by the language of poetry so dear to one who comprehends and so tiresome for the one who lacks the right preparation and who has to dig out the meanings as he works at a translation from a dead language. The nursery jingles and simplest verses are the bottom steps of the great "golden staircase" to real poetry. If as adults we could appreciate the fact that children enjoy an infinite number of things which they do not understand, and that they can understand far more than they can express, and that their understanding grows by leaps and bounds, we would try to promote their mental growth instead of retarding it. The child will most easily climb the staircase of poetry by story-telling poems. Some story-telling poems are: Browning's "Pied Piper," Tennyson's "Lady of Shalott," Arnold's "Forsaken Mermaid," Scott's "Jock of Hazeldean," and "The Bell of Atri" by Henry W. Longfellow. "The Blue Poetry Book" by Andrew Lang and "The Golden Staircase" by Louey Chisholm are collections of charming verse for children. It makes a double impression upon the child if special days are correlated with poetry appropriate for the time. On the Fourth of July can be read the "Concord Hymn" by Emerson and "Paul Revere's Ride" by Longfellow. "The Landing of the Pilgrims" by Felicia Hemens can be used to advantage on Thanksgiving Day. "The Flag Goes By," written by H. H. Bennett, and "The Commemoration Ode" by Monroe are suitable for Memorial Day. It is fitting preparation for Christmas to begin weeks before to read and sing every beautiful poem or song one can find. Tennyson's "Death of the Old Year" is especially timely for New Year's Eve.

THREE RULES

There are only three rules if you would have your child's taste for poetry grow with growth, and they are these:

Begin early.

Read poetry every day.

Read the right poem at the right time.

PICTURE BOOKS

After poetry, in importance for promoting the mental growth in the child, is the picture book which feeds the developing senses of fancy and humor and trains the eye to appreciate color, harmony and line. Picture books are didactic, domestic, fanciful, artistic and humorous. The didactic picture book conveys to the child ideas about manners and customs, history and information of various sorts. Domestic picture books

tell the child by means of the eye about the home, school and play. Fanciful picture books tell the story, and the artistic ones awaken the creative faculty of the child. The humorous picture books are of the talking animal kind and the nursery rhymes. Some good examples of the humorous picture books are the Caldecott books, and the Beatrix Potter tales of "The Flopsy Bunnies," "Benjamin Bunny," and all the other delightful animals she personifies. The English and French illustrated books are the best as their illustrators seem not to have lost the spontaneous freshness of the youthful outlook. The young child never tires of "The Diverting History of John Gilpin," "The Babes in the Wood," and "An Elegy on the Death of a Mad Dog" as told in action and bright coloring in the Caldecott picture books.

ILLUSTRATION

The undying popularity of "Alice's Adventures in Wonderland" is quite as much due to the illustrator, Sir John Tenniel, as to the author, Lewis Carroll. Some other well-known and loved illustrators are Kate Greenaway, Hugh Thompson, L. Leslie Brooke, Louis Wain and Arthur Rackham. Boutet de Monvel, the French artist and illustrator, has told the story of Joan of Arc so inimitably in picture form, that if a child were given no other book on France, from that he would receive an accurate idea of French life and history. The Rheades, Elizabeth Shippen Green, Jessie Wilcox Smith and Maxfield Parrish are American illustrators of note, but they appeal to the adult mind rather than to the childish fancy. They use the poster effect and their sentiment and fancy are introspective and retrospective, which the child cannot understand. The American illustrators that children do appreciate are E. Boyd Smith, Frederick Remington, Reginald Birch, Palmer Cox, Gelett Burgess, Peter Newell and Howard Pyle.

STORY-TELLING

As soon as a child can understand simple spoken language, he should be told stories. He is not ready to listen to some one read aloud to him, as it is difficult for him to concentrate his attention on spoken words only. He needs the closer sympathy aroused by watching the storyteller's face. The play of emotions on the face, and the cadences of the voice as it adapts itself to the narrative, increase the child's pleasure and help to hold his absorbed attention. The story is a negative way of teaching morals to a child and in training the very young, best results are obtained by negative methods rather than the positive means. Story-telling is a constructive method of educating the child, for the child after hearing a story has his imagination stimulated and his mind stores up many beautiful images which later develop into a taste for the best in literature.

This is the time to lay the foundation for a love of the Bible by telling dramatically of the heroes and heroines of the Old Testament and the Pauline and Christ Stories of the New Testament. A recent investigation revealed that only 573 children out of 1,374 in a New York school are familiar with the Ten Commandments. This ancient moral code embodies the fundamental principles of modern community life and children ought to know it, declares an editorial in an Ohio paper. The result of this lack of religious training is that two thirds of the criminals in New York are between the ages of 16 and 21 years of age.

FAIRY STORY

One of the most misunderstood forms of children's literature is the fairy story. Many mothers say in all sincerity, "I will not have lies told my child." Yet no mother would want to deprive her child of anything that was good for him. Now there is all the difference in the world between lying with intent to deceive and developing the let's-pretend faculty. The fairy tale is a presentation of a spiritual truth. It is the mental and spiritual food that best promotes the child's development in the early years of his life.

When a child is told of a brave, gentle prince, who, aided by fairies, by gnomes, and friendly beasts, rides through space on North Wind's shoulders, slays the dragon and releases the beautiful princess from the wicked magician's castle, the impression he receives from the story is that courage, gentleness and truth make one strong to fight and overcome evil. This is teaching the child beauty, truth, or religion whichever you please to call it, as they really are all one and the same thing, without having a moral tacked on. It is always a mistake to point out a moral in the story to the child; as part of the joy value leave to the child the discovery of this. To the ethical value and the appeal to the imagination I add the joy value of the fairy story, and this makes a sum total of values that cannot be excelled for enriching child life.

Unfortunately there are fairy stories that are unwholesome, as there are poor pictures and bad books. Sara Cone Bryant's "How to Tell Stories to Children" and "Stories to Tell to Children," St. John's "Stories and Story Telling," and R. T. Wyche's "Some Great Stories and How to Tell Them" will guide the inexperienced into the art of story-telling.

READING ALOUD

A broad education may be given the child when as he grows older the story is supplemented by reading aloud. A bedtime hour or an evening reading in the family living room is conducive to a delightful companionship of parents, children and books. One grandmother, the center and life of her large household, by systematic reading aloud and by careful selection of books, developed

the literary taste of six children of her own, helped two nephews and is now pursuing the course with three grandchildren. Two hours a day were set aside for reading aloud, one hour after luncheon and one hour at bed-time. What one grandmother can do surely any parent can manage. Helpful books to aid in the selection of useful reading for the young are, "Fingerposts to Children's Reading" by Walter Taylor Field, "What Shall We Read to Our Children" by Clara W. Hunt and "Children's Reading" by Frances Jenkins Olcott.

BAD BOOKS AND UNCENSORED MOVING-PICTURES SHOWS

The child whose mother has rocked him to sleep with lullabies, to whom stories have been told, and to whom good books have been read is fortified against the bad books and uncensored motion pictures and other commercialized amusements which are a menace to our future republic.

He Leadeth Me

In pastures green? Not always; sometimes He
Who knoweth best, in kindness leadeth me
In weary ways, where heavy shadows be.

Out of the sunshine, warm and soft and bright;
Out of the sunshine into darkest night,
I oft would faint with sorrow and affright.

Only for this—I know He holds my hand.
So whether in a green or desert land
I trust, although I may not understand.

And by still water? No, not always so;
Ofttimes the heavy tempests round me blow,
And o'er my soul the waves and billows go.

But when the storm beats loudest, and I cry
Aloud for help, the Master standeth by,
And whispers to my soul, "Lo, it is I."

Above the tempest wild I hear Him say,
"Beyond this darkness lies the perfect day;
In every path of thine I lead the way."

So, whether on the hill-top high and fair
I dwell, or in the sunless valley where
The shadows lie—what matters? He is there.

And more than this; where'er the pathway lead
He gives to me no helpless, broken reed,
But His own hand, sufficient for my need.

So where He leadeth I can safely go;
And in the blest hereafter I shall know
Why, in His wisdom, He has led me so.

—Selected.

PROGRAM FOR PARENT-TEACHER ASSOCIATIONS

The Programs given from month to month require the service of three members of the association for each meeting. They develop home talent, at the same time providing papers of educational value in child-nurture. They ensure a high standard for the season's meetings, and awaken wider interest in child-welfare as the members learn of the movement throughout the world.

FIRST TOPIC—President's Message. Child Welfare Notes. Child Welfare Day.

SECOND TOPIC—What Other States are Doing.

THIRD TOPIC—Current Events in Child-Welfare.

List of Loan Papers in Child Nurture suitable for programs may be secured by sending 2 cent stamp to National Congress of Mothers and Parent-Teacher Associations, 1201 16th St., N. W., Washington, D. C.

State News

ARIZONA

Arizona has arranged the following program for the year 1921-22: September, Thrift; October, Legislation; November, Home Economics, Membership Drive, Magazine Drive; December, Americanization; January, Child Hygiene; February, Founder's Day; March, Kindergarten; April, Parent-Teacher Day; May, Arizona Day.

GEORGIA

The executive board of the State Parent-Teacher Association held an all-day session in one of the committee rooms of the chamber of commerce, with Mrs. Charles Hilbun, of Macon, newly elected president, in the chair.

Several important resolutions were passed by the board, a number of resignations accepted, and appointments made by the president duly ratified. Reports of officers and department chairmen were also given and plans for the promotion of the work gone into.

A motion was adopted to have incorporated in the by-laws of the state organization, which were recently revised and passed on by the convention in May to be adopted at the next annual convention, the ruling to have all state department chairmen preside at departmental meetings to be held in conjunction with the annual conventions of the state association.

The first resolution presented was one in connection with disarmament, as adopted by the national organization at its July board meeting, and reading as follows: "Be it Resolved, That we go on record in favor of gradual disarmament by international agreement, and in favor of a league or association of nations that shall tend to substitute law for war."

The board also indorsed a resolution presented by Mrs. Ada Colvin, favoring a simpler style of dress for school girls. The resolution in full reads: "The executive board of the Georgia Congress of Mothers and Parent-Teacher Associations, in session, puts itself on record as favoring a simpler style of dressing for girls in the upper grammar grades, and in the high schools of the state. The present tendency to elaborate and extreme dressing, and the unlimited use of cosmetics by girls of school age, is deplorable. We recommend to our Parent-Teacher Associations all over the state to use their influence to favor clean faces and simple and inexpensive dressing for girls attending school."

Another resolution of interest passed at yesterday's meeting related to the influence of the moving picture as related to education, and follows: "Whereas, the moving picture is one of the most vital influences in education to-day; therefore, be it Resolved, That the executive board of the Georgia Congress of Mothers and Parent-Teacher Associations goes on record as

favoring a better selection of films, urging communities to the need of better informing themselves concerning the pictures being shown and to be shown, and to demand and patronize only the best and cleanest pictures."

The board was unanimous in a decision to urge all local associations to celebrate with patriotic programs Armistice Day, November 11; also, voted to make special "rally day" plans in connection with a membership campaign.

KENTUCKY

From the President's message in the *Bulletin*: Since the last issue of the *Bulletin* it has been my privilege to attend another board meeting of the National Congress of Mothers and Parent-Teacher Associations. It was held in Detroit, Michigan, October 24, 25, and 26, our gracious and beloved President, Mrs. Milton P. Higgins, presiding. Although all the meetings of the Board attended by me have been full of interest and enthusiasm never before has the spiritual aspect presented itself so clearly. Our vision in Child-Welfare work must be broad enough to embrace both the human and the spiritual, else we will not have reached our greatest usefulness. That idea was brought out very forcibly by Mrs. Higgins herself.

The United States has been divided into fourteen regions or districts, each region to have a regional director corresponding to a state president, the first meeting to be called by some one selected by the National President. As yet no regional meetings have been held as the regions were only decided upon at this last meeting. Kentucky will be with Tennessee, Virginia, North and South Carolina.

The next National Convention will be held in Tacoma, Washington, the early part of next May, and it is hoped that many may go from our state. We are entitled to a delegate for every 500 members besides our President, and three officers. Plan to go if it is at all possible. The helpfulness of such a meeting cannot be estimated.

The George H. Tingley Parent-Teacher Association holds all its meetings in the evening and has the support and attendance of fathers as well as mothers.

At the Cochran School the members of the Parent-Teacher Association take turns in serving at the lunch room.

Shawnee Parent-Teacher Association has provided clothing for three girls who otherwise would have been unable to complete their education.

MICHIGAN

From the October *Bulletin*: Michigan is especially favored at this Convention time with the coming of the national board of managers of the

National Congress of Mothers and Parent-Teacher Associations, to meet in Detroit at the Hotel Statler, October 24, 25 and 26. This brings us in intimate touch with the policies of the parent body. May each local association and the Michigan press, give unlimited support to the movement which receives new impetus from the inspirational meetings of the coming week.

The Michigan State Teachers Association held its annual convention at Detroit, October 27 and 28. Every session, both general and special, holds forth information for every parent, such splendid constructive information as helps a parent to become a better parent, and every teacher, a better teacher, and the coöperation of home and school a little nearer the goal.

The Joint Conference of the Michigan State Teachers Association, and Michigan Parent-Teachers Association, was held at Northern High School auditorium, October 28. Chairman Edwin L. Miller, principal of Northern High School, Detroit, is to be congratulated on the splendid features on the program.

SUGGESTIVE PROGRAMS

Vocational Training.—Precede this meeting with intimate study of home, school and community conditions. The combined efforts of teachers and parents need be enlisted. Consider these fundamental questions to start with: Is my boy progressing in school? If not, can I find out why? In what subject is my daughter enthusiastic? What are her plans for the future? Can I direct, or substitute? Do mechanics appeal to the boy? Is attendance at school regular? What "hobbies" confront you?

Plan to secure a specialist in vocational guidance to start the ball rolling, then follow up with round-table discussions. Secure a loan of the most readable books on *vocations*—everybody to read. Discuss them, teachers, with the boys and girls. Read them, parents, with your sons and daughters, while you gather about the cheerful home fireside.

TEACHER'S NIGHT

Not a program given under direction of the teacher, but informal talks on their methods, equipment, aims, needs, a chance for teacher and parent better to understand the working conditions of each.

SCHOOL NIGHT

When lessons are carried on in regular routine. After the classes are dismissed then questions and explanations for teachers and visitors.

Are you observing "Music Week"? Armistice Day? Good Book Week? Father and Son Week?

MISSOURI

KANSAS CITY CIRCLE NEWS

Ashland: Ashland circle weighed and measured the children of their district under six years of age, October 13 and 14.

Benton: Benton had an attendance of over 215 at the September meeting, at which were organized classes in millinery, dressmaking, parliamentary law, and nutrition.

Central High: The first meeting of the Central High will be Tuesday, November 15, at 7:45 o'clock: all teachers of the high and junior high will be in the class rooms, and student "runners" will take parents to the different rooms in order that they may meet the teachers. It is hoped these "runners" will be kept busy and parents do their part.

Hale H. Cook: The October meeting was a reception for the new principal and teachers. The principal spoke on "Coöperation Between Parents and Teacher"; a representative responded for the parents. Music and light refreshments concluded a pleasant evening.

Linwood: Many patrons of the school enjoyed the first social meeting of the year, and met the new principal and the teachers. A musical program was exceptionally fine.

Troost: The year's work has started with great enthusiasm. Splendid attendance at all meetings. A class has been organized in hygiene. The circle has purchased a new Victrola for the school.

Van Horn: At our October meeting it was voted to give \$5.00 to aid the Boys' Hotel picture show. A lecture was given and tea was served in the rooms decorated in autumn tinted leaves.

Whittier: The September meeting was a reception for the new principal. Mr. M. C. Settle spoke on the Week-Day Bible School which is conducted at the Bales church for the Sixth and Seventh grades of the district. The October meeting concluded the membership drive when the plan suggested by Mrs. H. R. Graham, council membership chairman, was used. A membership of 1,100, an increase of 735 over last year was the result. Mrs. H. E. Fairchild addressed the meeting, telling "where the dimes go" and explained the aims and purposes of the work.

NEW JERSEY

The New Jersey Branch of the National Congress of Mothers and Parent-Teacher Associations marked the "attainment of her majority" with the best and largest annual convention in the history of the Congress and the finest child-welfare gathering ever held in the state.

The twenty-first annual convention at Trenton, November 9, followed a board meeting on November 8. Arrangements for the sessions and the care of the delegates were in the hands of

the Mercer County Council of the Congress, who acted as hostess of the Convention. The Stacy-Trent Hotel, selected as the headquarters, offered most gracious and cordial hospitality and was practically turned over to the mothers of the state.

The program was built around the topic "Home-Making" and every phase of home influence on child life—rural and urban—was presented. The two days were filled to the brim and the usual convention rush was on. In the most hurried intervals, a few were heard to remark that there was too much. But at the close, every one realized that the mission of an "Annual" had been filled, by giving inspiration and broad interests rather than a few definite projects. The crystallization of the drops of wisdom, knowledge, and inspiration into definite activities and projects will be the year's thought for the associations.

The joyous surprise of the convention was the presence of the National Mother, Mrs. Milton P. Higgins. Although she had previously sent regrets, because of a western engagement, conditions altered her plans and, unexpected and unannounced, she arrived in Trenton, November 8, in time to attend the board meeting. This was the first visit of Mrs. Higgins to the New Jersey Branch. The love and charm of personality which she carries with her made her at once the personal friend of all and she carried away the love and confidence of every delegate and visitor at the Convention.

At 11 a.m., November 9, the convention was declared in session by the New Jersey President, Mrs. Drury W. Cooper. Devotions were offered, the pastor following them with an expression of his belief in the motherhood of the nation as an influence in Christian personality. "It takes motherhood to grow character," said he.

"Mothers are the greatest teachers. We measure a teacher by her spirit of motherhood rather than her efficiency" are from the greeting and welcome brought by the superintendent of Trenton schools, Wm. Bickett. President Cooper's response expressed the thanks of the Congress for Trenton's hospitality and a wish that the delegates might carry home much of help and joy.

Mrs. Higgins greeted the Convention in the name of the National. From Mrs. Higgins' brief greetings we take the following: "We are the avenue through which all that is best in the home goes to the school and all that is best in the school goes to the home and the community." "We are put here to make public opinion all over the United States. The United States has not a government of the few but of the many—of the people of the country." "The keynote of our whole work should be the Golden Rule in home, rural community, and town life, for that alone can bring people and nations together." "We each have a duty in our own home and in using our influence for right."

Reports of officers and state chairmen of the fifteen departments of the Congress indicated the fine work being done and the great growth since the twentieth convention.

The chairman of county councils reported 17 of the 21 counties well organized with councils. Chairman of mothers' circles in churches reported 8 church circles in the Congress, which compared favorably with all other states, the largest number of circles in any state being 11. Chairmen of literature, CHILD-WELFARE MAGAZINE, and book lists reported activity in their departments, greater than ever before and more letters asking for help and expressing appreciation of the departments, constantly coming. Chairman of Bureau of Speakers and Loan Papers reported her bureau a busy place, with demands exceeding supplies. Chairmen of thrift and citizenship reported many addresses given in different parts of the state, requests from mothers for help in organizing classes in civics, a growing interest in school banks, and a decided respect for thrift rather than a feeling of shame at the need of economizing. Chairman of child hygiene reported the extension of her department to take in mental hygiene as well as social and sex hygiene as in previous years. She presented as one of the convention speakers, Dr. Jessie Taft, clinic director of the Children's Bureau of Philadelphia. Orrin C. Lister, savings director, Treasury Department, Washington, D. C., was presented as a convention speaker by the state chairman on thrift. Country life chairman reported good organization of her department, lately added to the Congress, and read plans of activity.

The forenoon session on Wednesday ended with addresses on "Country Life of the Boy and Girl" and "City Life of the Boy and Girl." A few keynotes were: "The fundamental thing in country life is agriculture. The whole of country life—family, community, schools, churches—depends upon it. In proportion to the agricultural development of a community are the prosperous farms, good homes and schools, active churches, well-paid and comfortably housed teachers, good stores and bank." "The attitude of boys and girls living on farms has always been too negative. They need more community contact, bringing knowledge and problems into their lives so that when the time comes, they can make decisions for themselves." "Agriculture is not a business but a system of living. All of the family are intimately interwoven in it and only as this system of living is made better and taken out of the mere 'make-a-living' class will the problem of the country boy and girl be solved." "The city boy and girl are bound to get what the country boy and girl can not get." "Home and school must supplement each other in building a well-rounded citizen. Training in the home is not what it used to be when there were chores that gave the joy of activity." "Conveniences take the joy out of activity." "Homes and

schools must organize around leisure hours. You can tell a man better by what he does in his leisure hours than by his work."

The afternoon session on Wednesday was opened by the signing of the national song composed by Mrs. Higgins. An address, "The Art of Dressing," was listened to with great interest and "a real live model," with charming gowns, gave an unusual touch. "Appropriateness in dress is the keynote of right dressing." "We should be able to know what a woman is going to do by her dress—but we don't always." "Appropriateness of dress means clothes for your job." "We have not all ideal figures but we must strive to appear what we are not." "Do not be a volcanic eruption of splendor in dress." "Every one who adds beauty of raiment to beauty of soul makes beauty doubly dear."

The address, "Songs that Live," delighted every one and opened up a new field of thought for mothers and teachers on the "why" of good music from earliest childhood. The influence of music in the home and the music ideals there were stressed. "America," "Battle Hymn of the Republic," "Home Sweet Home" and "Nearer My God To Thee" were given as songs that should live in the hearts and minds and on the lips of every American.

Officers and Board members of the Congress were entertained at a six o'clock dinner Wednesday. The opening of the evening session followed, with the Acting Commissioner of Education of New Jersey presiding. An orchestra of pupils of the Trenton Schools, led by their instructor, furnished music for the evening. Devotions were led by a pastor of the city. Greetings from the New Jersey Sunday School Association were brought by the President, who outlined their work and expressed a desire to cooperate with the Mothers' Congress.

The address of the evening was given by Prof. M. A. Honline, of Dayton, Ohio, on the subject of "Religious Education." It is impossible to express the satisfaction which this address gave to the delegates and many visitors. Prof. Honline laid bare, in a manner few speakers can, the incomparable responsibility of parenthood and the duty of preparing for this responsibility. A few gleanings from Prof. Honline: "A good human crop depends on environment and education. Every child has a right to be well born, with a healthy mind and body." "Nature sets limits beyond which nurture can not carry. Education does not create but develops. Of equal importance with education is the kind of children we give to be educated." "Heredity, environment, and education are the seed, soil, and cultivation. A good heredity may amount to little in a bad environment and a bad one to very little in a good environment." "Education is response to stimulation. Education has one object—to serve life more abundantly here and now. It is a four-fold development for the child

—intellectually, physically, spiritually, and socially. The process of education is two-fold—teaching and learning. Teaching is causing one's pupils to know, to do, to be. To be is the greatest." "Ultimate value of education must be expressed in terms of character and right behavior." "We never find people anywhere without religion. Nature makes us religious. Nurture makes us denominational. The religious nature must be developed, for a power unexercised dies out." "The business of the church is not to develop good Samaritans but to prevent conditions that make moral and spiritual cripples. We can not save by administering the germ to adults. It is not a question of reformation but of formation."

An informal reception followed the program of the evening.

Thursday forenoon was given to business of Presidents' Councils, reports of county council chairmen, awarding of prizes by the state chairman of membership, reports of state chairman of legislation and resolutions.

A prize of five dollars was taken by Camden County Council for the greatest number of individual dollar members gained in the year. Atlantic County took the two-dollar prize for the greatest number of new associations. Ten dollars was awarded to Palmyra Association for the largest percentage of increase in membership. The Association showing the largest number of fathers as individual State members was Atco, and to this the ten-dollar "father's prize" went. Pitman Association carried away the fifteen-dollar prize for the largest percentage of attendance at meetings, in proportion to membership.

The Chairman of Membership also reported that last year 21 associations held membership drives and this year 45. The drives included house-to-house canvass, contests conducted by teachers and pupils, and "every one get one" plan. The chairman urged the appointment of a membership chairman in every association and after the getting of members, a committee to work toward keeping them. She also suggested that some association might like to honor itself and one of its members by becoming a life member of the Congress by the payment of twenty-five dollars to the state treasurer.

The chairman on legislation reported an active year with many hearings attended and pleas for the support of bills sponsored by the Congress. Some bills were lost but hope for their passage is not gone.

State chairman on resolutions presented thirteen resolutions covering many subjects of vital importance to the cause of child welfare. All were accepted. A resolution was sent, by night letter, to President Harding, supporting disarmament. Moving pictures, national prohibition enforcement, fire protection, tax on musical instruments, purer ice cream, Towner-Sterling bill, kindergartens, Sheppard-Towner bill, sum-

mer schools, fraternities in high schools, and support of national CHILD-WELFARE MAGAZINE, were among the subjects embodied in resolutions.

An exhibit of good Christmas books was held by the chairman of book lists.

The addresses of the last session were on "Mental Hygiene," "Thrift," "Complete Cooperation Needed in Education."

Mrs. J. J. Johnston, of Trenton, furnished the musical entertainment of the day. Every address teemed with good ideas to be carried away for application. Pick-ups: "To teach children by instinct is wrong." "No one rule can be followed with children." "Children are victims of adult deception. Parents and teachers are apt to brand a child according to their own whims. We rationalize according to our own notions unless we are on the alert." "According to the new psychology, human beings are not different from animals. Organs of excretion and sex are not mysterious."—Dr. Jessie Taft. "Children are the greatest institutions in the world." "It is a mistake to build on school subjects for life experiences. These are only a means to an end. The greatest need in our school system is sane and intelligent instruction as to how to go into the world and live." "The outstanding weakness of American education is the inability of the average school graduate to meet every-day problems of life." "The Parent-Teacher Association is the best organization to make public opinion."—Orrin Lister. "All good teachers give good ideals." "Four forces enter into the life of the child—home, school, society, and church." "Fully one third of the young people of the country are without religious instruction. Create public opinion for week-day religious instruction." "Jewish children have 330 hours, the Roman Catholic 200 hours, and the Protestant children 24 hours a year in religious instruction."—Canon Smith Lewis. "Give every child a chance. Every child has a God-given talent. He should have that talent developed." "Do not *join* other organizations, cooperate with them."—Mrs. Milton Higgins.

New Jersey has 374 associations, a gain of 104 since November, 1920. These include 21,000 members.

Registered delegates at the convention 469. Registered visitors 39. The convention adjourned Thursday, November 10, at 4:30. "Men make governments and institutions, but HOMES make or unmake men."

NEW YORK

Ideals and Standards for the American Home was the theme of the New York State Congress of Mothers and Parent-Teacher Associations held at Rochester this fall, each speaker treating it from a different angle.

Mrs. Milton P. Higgins, the national president, gave the delegates a new conception of parent-

teacher associations. She called them the *University School for the Training of Parents* in which mothers and fathers are trained to prepare for life a more perfect generation of children.

Mr. Elmer Fairchild, of the Rochester Chamber of Commerce, dwelt upon the home-making department of this university for parents, urging this association to make it popular to have young women photographed in gingham with products of their household skill for reproduction in newspaper society pages. Mrs. Van Wie, a Rochester educator, emphasized that the civic department showed the great necessity for mothers to be trained to become good citizens. She said, "Woman is still the homemaker; she creates the home atmosphere, but she is discovering that she has a message for humanity. Education has freed her and she is beginning to realize the tremendous power which lies within her grasp. We, as mothers, should be interested in the physical education of school children; school lunches; the housing conditions of our schools; the reduction of contagious diseases; the proper ventilation of public halls; whether or not the pure food laws are being enforced; the industrial conditions of the community; the laws affecting women and children; the children's court; milk stations; diet kitchens and many other activities. Public opinion holds the balance of power. Newspapers, magazines, motion pictures, theaters, men in public life, women in public life, all cater to its whims. Women can do a great deal toward swinging this power into its proper channels."

Superintendent Daniel J. Kelley of the Binghamton public schools, while he welcomed the Parent-Teacher Associations to his schools and appreciated their valuable work, dwelt upon the big work the parents had in starting children right in their homes, in living themselves so that they are examples for their children. He said the school could do much but the home must do more. He urged the mothers to develop the confidence of the community in the public schools and a desire for the best in education for the children. "When this is done," said Superintendent Kelley, "no government can retrench on education."

Miss Elizabeth Woodward, of the Albany State Department, told the mothers their duty toward the foreign-born mother. She values highly the small group classes in Americanization where the American mothers make friends with the foreign-born mothers, not only teaching them English but getting them out from their homes to see the beautiful parts of the town or city in which they live.

The religious side of the parent-university was presented by Mrs. Albert W. Weaver, vice-president, in her round-table conference with the topic "back to the home." Mrs. Weaver brought out from the mothers all over the hall expressions of the longing for the old-time spirit

of the home and some of the methods used to make the home, in the busy life of to-day, filled with outside attractions, still the dearest spot on earth to the children.

Rev. A. W. Bevens, of Rochester, in an inspiring address on "God and the Home" stressed the fact that into the mixture of human civilization there must be an increase of ideals coming from God.

Mrs. Montford C. Holley, of Lockport, our reflected state president, closed the convention with an earnest plea for the mothers to take back to their homes this last message and with the inspiration of this wonderful convention to make their homes better in every way and to work for the uplifting of their own children and the children of the Empire State.

NORTH CAROLINA

The second annual convention of the North Carolina Branch of the National Congress of Mothers and Parent-Teacher Associations was formally opened November 2, by the state president, Mrs. Joseph Garibaldi of Charlotte.

Prayer was offered by Dr. Abernethy, pastor of the First Methodist church, and community singing led by Mrs. J. B. Marsh. *

Greetings were extended to the convention by Mrs. R. W. Sinclair, president of the city council of Salisbury and the following reports were read by state officers: Treasurer's report, secretary's report, and president's report. These reports were accepted.

In her report the president spoke favorably of the year's work, and extended thanks for the coöperation she had received. The report was accepted with a rising vote of thanks. One of the salient points in this report was a suggestion for extension of membership and a discussion of this matter formed the new business of the afternoon. For this work a temporary committee was elected, and the chair named committees on nomination and resolutions.

The session adjourned to attend a reception graciously tendered the convention by the Rotary Club at the Old Hickory Club.

The evening session was opened by community singing led by Mr. T. Wingate Andrews.

Mr. Stahle Linn made the address of welcome, bringing out in a forceful way the wonderful work of the Parent-Teacher Association in fitting the boys and girls of to-day for the men and women of to-morrow, and the hearty coöperation of this organization with the state in preparing her citizens.

Mr. Fred Archer, Greensboro, responded to this welcome in a happy manner, expressing the pleasure of the visitors in their stay in historic Salisbury.

Dr. H. N. Newman made an interesting talk on the work of the Parent-Teacher Association in conjunction with the medical profession, show-

ing how greatly the health of the child may be affected by the care bestowed by parent and teacher.

An invitation to meet in Asheville next year was extended to the convention by Mrs. Curtis Bynum.

On Wednesday morning reports of local presidents contained the following interesting facts:

Asheville: Celebrated Child-Welfare Day in High School auditorium. All sixth grade pupils, numbering over 600, carrying flags, were in parade. In April canvassed city for votes for public school bonds. Carried. City president of Parent-Teacher Association was appointed by Mayor, on Advisory Board, to help formulate building plans. Brought to City Redpath Chautauqua and realized \$362.89. Chautauqua booked for another year. \$5.00 given to senior girl for prettiest and best made graduating dress, not to exceed \$8.00. Tea for teachers, first month of school. Programs rendered by different grades at monthly meetings. Moving pictures at school every Saturday for pupils. Put on at Y. M. C. A. fire and accident pictures by state insurance department. Standard school scales bought. Weekly medical inspection of pupils. Lunch room with no single article costing more than 3 cents. An average of 450 lunches served daily, at average price of 10 cents. Kindergarten room—thoroughly renovated. Fire escapes added to several rooms. Fosters school garden work and present prizes of \$3.00 and \$2.00 to first and second best gardens tilled by pupils of school. Civic Committee—rotated among grades. 25 posters on good citizenship. Thrift committee—several bank accounts started. Father and son banquet. Mother and father banquet.

Burlington: Membership increased from 200 last year to 750 this year. Library of 2,323 books given by friends and purchased with \$8,303.17, received from citizens. In a recent statement made by Miss Mary B. Palmer, secretary and director of the North Carolina Library Commission, were these words "Heretofore Asheville has been proud of standing at the head with an average circulation of 7.8 times per volume, but now Burlington takes the lead with 11.3 times per volume." Lunch room averages 400 hot lunches served daily. Public Health nurse has been employed by local Red Cross Chapter, through the initiative and persistence of our Association. Scales for weighing installed. Paid expenses of two delegates to State Convention and expenses of three to National Convention. Secured homes for teachers before teachers arrived, met them and carried to homes. Informal reception at beginning of school. Once a month members of various church congregations invite all members of school faculty to their homes for the evening meal and a social hour.

Durham: Reception in fall for teachers. Principal says: "The teachers feel that this associa-

tion has been of great value to them and that bringing together the parent and the teacher in our association has developed such a spirit of coöperation, and such fine loyalty to the school that it is felt in the work of every class room."

Greensboro: Met teachers at trains and helped them get located. Reception for teachers at Country Club. Membership drive with net results of 800 members. Physical examinations of all children. Telegrams sent to our senators urging their support of Towner-Sterling, Sheppard-Towner and Fess-Capper Bills. Strong resolutions were sent to the legislature, urging increased appropriations for state schools and colleges. We voted for and helped put over the million dollar bond issue for the city schools. Motion pictures and travelogues by Dr. Dawson were put on in the court house. We coöperated with other organizations in getting an ordinance for censorship of moving pictures, and placed a member of Parent-Teacher Association on the board of censors. A mass meeting of the parents was held in the court house and a lecture on physical education by Dr. E. C. Linderman was strongly endorsed and action taken looking to the employment of a physical director for the schools. A survey and plans were made for equipping the playgrounds for the colored schools. The importance of the subject of modest dress and proper chaperonage in the high school was discussed and stressed. A committee has coöperated with the authorities in enforcing the school attendance law, and clothing has been furnished to several needy children. The council is pledged to help the Red Cross, finance Cho-Cho, the health clown, during his visit to the city next October. We sent speakers to Lexington, Goldsboro and Glenwood to help organize Parent-Teacher Associations. School grounds graded and laid out in landscape garden, four splendid sets of books of reference for teachers and children, containing six to twelve volumes each, and one thousand single volumes contributed by our members through the effort of Book Day in our recent Children's Week celebration. A medicine cabinet and its daily use, four pianos moving around from room to room, silver and dishes for social purposes, a refrigerator for use in a school that does not serve a hot lunch, but thus provides a place for milk sold to the children by their association, twenty flower vases, that the children may be cheered by the flowers they love. Victrola records that tune their feet to step together. Thirteen famous reproductions of artists' masterpieces handsomely framed and hanging on the walls of one school have reacted on the lives of its children. Another association gave its school interior an entire new dress of paint, provided two modern drinking fountains.

Monroe: Reception in honor of teachers. Bought new International Encyclopedia and Webster's Dictionary. Members of Parent-

Teacher Association conduct chapel exercises at school once a month. Secure the Symphonia Concert Co. for an entertainment. Dues 25 cents, 10 cents for state and national, 15 cents for local.

Salisbury: Four associations. Have organized city council. Equipped lunch rooms. Served milk at noon and mid-morning recesses. Health program inaugurated. Paid for an all-time school dentist. Elson art exhibit given, pictures bought with sum realized. Bought volley balls. Music contests put on. Endorsed by wire—Sheppard-Towner, Fess-Capper, Movie Censorship, Towner-Sterling. Protested against the repeal of law pertaining to public-welfare work. Worked for \$500,000 school-bond issue, which was carried. Recommended the wearing of cotton hose to school.

OREGON

Portland has issued an interesting folder "Portland Council Parent-Teacher Association, Program for 1921-22." Beside the names of the state officers and department chairmen, it contains the following programs suggested for 1921-22:

- September: The Parent-Teacher Association; its aims and purposes. The Pre-School Circles.
 - October: Disarmament. Sheppard-Towner (maternity bill).
 - November: Children's Reading. Sterling (educational bill).
 - December: The Christmas Spirit. Educational toys and games. Giving rather than receiving. Exhibits of gifts made by children. Vocational guidance.
 - January: The value of an education. Why go to high school? Why go to college?
 - February: Thrift. Making a family budget. Should a child have an allowance? Should a child be paid for helping in the home? February 17—Founders' Day.
 - March: Boys' and Girls' clubs. Boy Scouts, Girl Reserves, Campfire Girls, etc. Advantages of clubs for boys and girls. High school fraternities; advantages and disadvantages. Training the gang spirit from a menace to a benefit.
 - April: The problem of sex education in the home and the school. How shall you teach your child the story of life? When shall you give your child this information? Do you think that while other children may need information your own boys and girls will not have the same need? Annual luncheon.
 - May: Play. Which is cheaper, a juvenile court or playground director? Need of play for children. Need of recreation for young people. A child's right to work and play.
 - June: Reports of year. Luncheon.
- "The Suggested Order for Parent-Teacher Association Programs, "Ten Minutes of Helpful Hints," "Object of the Parent-Teacher Asso-